



Assessment in EAP: what's the score?

to be held at

Arts Building
University of St Andrews
The Scores, St Andrews, Fife, KY16 9AX



on

Saturday 28 February 2015 from 10:00 to 16:50



Assessment is a topic EAP professionals frequently revisit, as it is a very complex part of our work and one on which it is very difficult to come to any consensus. As universities are increasingly encouraging new forms of assessment, the task of the EAP teachers is becoming more challenging. Consequently, we need opportunities to discuss issues such as technology-enhanced assessment, marking procedures and criteria, and assessing different genres.

Welcome to the University of St Andrews and to the EAP Conference hosted by English Language Teaching (ELT). We are delighted that so many of you are joining us for this, our 5th annual conference.

To those of you who are getting to know the University and the beautiful medieval town of St Andrews for the first time, a very warm welcome! To those of you who have been here before - welcome back!

English language assessment has never been a hotter topic than now. At one end of the spectrum, the UKVI casts a long shadow as it squeezes options for prospective students. At the other end, we hope this conference will allow us to share a wide range of knowledge and ideas and provide an opportunity to explore developments in our field: new methodologies, new technologies and new approaches.

We look forward to seeing you and hope that you will find the conference a rewarding, stimulating and useful conclusion to the dreichest month of the year!

A handwritten signature in black ink, appearing to read 'Jane Magee', with a stylized flourish at the end.

Jane Magee

Director

Publishers' Displays

Attendees will be able to view displays from OUP, CUP, Garnet, Pearson, Macmillan and Blackwell's



Refreshments and Lunch

Morning coffee and lunch will be served outside the Lecture Theatre.

Abstracts

Plenary Speakers

*****Morning Session: 11:05 - 11:55*****

Hilary Nesi, Coventry University

Lecture Theatre

Originality, conformity, 'content-responsibility': assessing the use of sources in EAP.

This paper discusses the types of expertise which might be considered necessary for admission to academic programmes in different fields, and at different levels of study, and considers how this expertise might be assessed on pre-sessional programmes. In particular it looks at citation practices, and the techniques EAP learners need to acquire in order to create 'content responsible' texts.

Summary

EAP teachers know that a gulf exists between the writing required in the main Tier 4 approved English language tests and the writing required by university departments. Although some of these high-stakes tests include a few semi-integrated tasks (summaries of written texts, writing from dictation) they tend to divorce many skills which in real academic life operate in tandem. This has some advantages both for testers and testees - non-integrated tasks are easier to score and easier to practise, the threshold level for participation does not need to be so high, and poor performance in one component does not preclude success in another. However, although the test requirements obviously motivate students to enlarge their vocabulary and improve the accuracy of their grammar and spelling, they seriously neglect other enabling skills – the ability to select and synthesise ideas and information from sources, to acknowledge these sources in conformity with academic norms, to distinguish between original and source content, and to relate source content to their own writing in meaningful ways.

Biodata

Hilary Nesi is Professor of English Language in the Department of English and Languages at Coventry University. Her research activities largely concern the discourse of English for academic purposes and the design and use of dictionaries and reference tools for academic contexts. She was principal investigator for the project to create the BASE corpus of British Academic Spoken English, and for the project to create the BAWE corpus: 'An Investigation of Genres of Assessed Writing in British Higher Education'. She recently led development of the 'Writing for a Purpose' EAP materials for the British Council *LearnEnglish* website.

Diane Schmitt, Nottingham Trent University

Lecture Theatre

Key Questions in EAP Assessment.

Assessment is an integral part of EAP provision, yet while much has been written about large scale EAP exams, little has been written about many of the assessment types that are administered on EAP pre-sessionals, foundation and pre-masters programmes. In this talk, I want to use key questions to consider in what ways assessment by EAP practitioners is similar to and different from large scale EAP assessment as developed and delivered primarily by language testing specialists. Example questions include: Has the quest for authenticity in EAP programme assessment compromised the reliability of our assessments? Should all EAP programme assessment be high stakes? Should we be assessing proficiency or achievement?

Presenters

*******Session 1: 12:00 - 12:40*******

Kerry Tavakoli & Lorna Fleming, *ELT University of St Andrews*

Lecture Theatre

Criteria: can one size fit all?

Criteria used in EAP assessment seem to vary considerably, not only among institutions, but also within. It would be helpful if there were more consensus on how a set of criteria can be developed and used. This session puts forward a wide range of questions to establish the reasons for such variation and to look at some examples.

Summary

The development of a set of criteria for EAP assessment is complex because of a lack of agreement on what they are to be used for – evaluation, justification of grade, feedback, for example, what they are concerned with – how many different components should be included, whether written and oral discourse can share criteria, and the frequently discussed language/content dichotomy. We will elaborate on these questions to open a discussion, look at two sets of criteria and put forward a model which potentially allows one size to fit all.

Biodata

Lorna is Director of the Undergraduate Foundation Programme (Social Science and Humanities). Her main interest is in innovative materials writing, linking EAP and content. She also lectures in Sociology.

Kerry has been teaching EAP to both UGs and PGs for 15 years, specializing in reading and integrating reading, writing and background content knowledge. She also lectures in Linguistics, with a particular interest in Second Language Acquisition. She is a member of the BALEAP Executive Committee, and a regular attender of PIMS and conferences.

Dr Karen Ottewell, *University of Cambridge*

Seminar Room 1

English Language Entrance Requirements: What should we be testing?

Without a Secure English Language Test prospective students cannot study at UK HEIs. But do these tests actually test what universities want them to test? This workshop will explore this question, giving an overview of Cambridge's response to this before looking at a potential answer to this sector-wide question.

Summary

The Home Office's tightening up of the Tier 4 visa entry requirements has meant that the influence of the Secure English Language Tests (SELTs) has never been greater. In particular, the 'Big Three', IELTS, TOEFL and Pearson PTE, basically have both UK HEIs and their prospective students in a strangle-hold when it comes to fulfilling English language admissions requirements. And yet numerous HEIs have developed their own methods of assessing students for entry and are using their Highly Trusted Sponsor status with the Home Office to circumvent the standardized tests of academic English. This therefore raises the question as to whether the SELTs are actually testing

what the admitting universities want them to be testing. The answer seems to be 'No' – but then this raises the question: What should they be testing?

In this workshop I will firstly give an overview of the admissions assessment which the University of Cambridge has designed to make use of its Highly Trusted Sponsor status and which is taken by some 1750+ incoming international students each year, before going on to discuss what we should probably be assessing, in particular with respect to international postgraduate students – namely, academic literacy. To close, I will give an overview of the current plans afoot to do just that with the *Admissions Testing Service* – namely, develop a test of academic literacy.

Biodata

A graduate of St. Andrews, Karen is the Director of Academic Development & Training for International Students at the University of Cambridge. Before returning to Cambridge in 2008, Karen taught English Language and Culture at universities in Germany. Her professional interests include assessment design, transferable skills training, contrastive rhetoric and defining the 'cultural' influence on writing, the international student experience, and transition to UK HE.

Bella Reichard, INTO Newcastle University

Seminar Room 2

EAP Assessment of Subject Assignments: Practice and Challenges

On the International Diploma in Business, some Subject assignments are given a separate summative EAP grade. This presentation gives an overview of the rationale for this practice, how it works, what theoretical and practical challenges it holds and how these can be addressed. It aims to inform colleagues who may consider similar arrangements.

Summary

The session outlines the context of joint EAP and Subject assessment on the INTO Newcastle University pathway programmes: some Subject assignments are also marked by EAP teachers, either formatively or with a summative mark for the EAP module as well as the subject module. It will give an overview of the main benefits of this practice for both students and teachers: For students, subject assignments marked by EAP teachers directly enhances the face validity of EAP provision. Indirectly, students benefit from closer links between EAP and Subject staff which are established through creation of EAP support materials for those assignments. Marking Subject assignments is, moreover, a form of EAP teacher development because teachers get more familiar with the content their students study and with their colleagues' expectations; it sharpens their eye for disciplinary preferences relevant for their context, even if EAP colleagues have different "home" disciplines. Generally, this practice can lead to positive backwash over time, as EAP support gets more focused. The session then draws attention to potential challenges of joint marking. One is that the respective marking criteria need to be complementary so that students are not penalised twice for one area of assessment. It can be tricky to separate areas of assessment neatly Throughout the session, there will be concrete examples of the benefits and challenges of joint marking, along with practical suggestions. In the end, joint marking is evaluated as overall positive.

Biodata

Bella teaches EAP at INTO Newcastle University on the International Diploma in Business pathway programme. She is also Module Leader for the Extended Diploma, a 10-week pre-session course leading specifically to the International Diploma in Business. Bella holds an MA in Applied Language Studies (Durham University).

Riccardo Galgani, University of Glasgow

Seminar Room 4

Maximising formative assessment opportunities on pre-sessional writing programmes.

Given the highly-pressurised nature of summer EAP pre-sessional programmes, making the most of the formative assessment opportunities available for writing, both in terms of learner outcomes and tutor involvement, is crucial. Based on classroom research and a questionnaire, this paper looks at the kinds of formative writing assessment learners find most useful in order to optimize such feedback.

Summary

The workshop will consist of a short small-group discussion on formative writing feedback processes and practices in attendees' home institutions. The discussion questions will pay particular attention to learners' experience of such feedback as well as the effects that producing this feedback has on time-pressed, and often new-to-EAP, tutors. The discussion will be followed by a PPT presentation outlining the reasons and context behind the classroom research I conducted, the nature and rationale of the questionnaire and a discussion of the results generated from the sample of 70 Social Science students at Glasgow University. Finally, suggestions for making the most of formative writing feedback during pre-sessional programmes will be made. The session will end with an open discussion of how these suggestions might effectively be integrated with pre-sessional writing course aims and summative assessment.

Julia Fogelin, Oxford University Press

Seminar Room 5

Presentation title to be confirmed

Biodata

Julia Fogelin's career in ELT spans a period of over 25 years. She has taught EFL and EAP in Europe, the Middle East and the UK. She was Interactive Content Manager at Promethean creating early IWB materials and worked as a consultant with most major publishers. After spending some time in IWB teacher training and freelance ESP teaching in Sweden she now works for Oxford University Press as an English Language Consultant.

Her particular interests are using digital and print content to create a rich learning experience for both students and teachers, and by exploring ways to enable learners to become more independent.

*******Session 2: 12:45 - 13:20*******

Walter Nowlan, Nottingham Trent University

Lecture Theatre

An evaluation of Turnitin® as a formative feedback tool.

This session critically evaluates the use of Turnitin® as an element in a system of formative feedback to help pre-sessional students become more academically literate. Turnitin®originality reports on student writing at key stages of the course were compared to discover whether aspects of intertextuality improved. The results form the basis of suggestions for pedagogy and further research.

Summary

The widespread use of text-detection software such as Turnitin® purely as a plagiarism-detection tool in university settings is well established. However, it has been shown that such software, when used as a formative pedagogical tool, can help students to use their own words and reference correctly (Sheridan, Alany, and Brake, 2005) and can encourage writing development more generally (Rolfe, 2011). Despite these promising results, there is little evidence about how text-detection software is used in L2 writing instruction, or of its efficacy (Pecorari and Petrić, 2014).

This session aims to address this in two ways. First of all, it will describe how Turnitin® is used (in conjunction with other course elements) on a pre-session course as a formative assessment tool to develop academic literacy. This use is then evaluated based on an analysis of originality reports generated throughout the course to discover how students' source-use changed, if at all. The results will form the basis of suggestions for EAP writing pedagogy and for further research.

Biodata

Walter Nowlan is the Course Leader for the 10- and 6-week Pre-session English for Academic Purposes (PEAP) course at Nottingham Trent University, where he also teaches on in-session EAP courses in the field of Art and Design.

Gregory Strong, Aoyama Gakuin University

Seminar Room 1

Teaching and Assessing an Integrated Skills Discussion Task.

In teaching discussion skills, researchers emphasize the importance of classroom opportunities. Surveys of English language learners and their college instructors suggest these students' reluctance to participate in small group discussions.

This workshop describes the teaching and assessing of an integrated skills discussion task suitable for a pre-session EAP course through a written sample, a rating scale, and sample videos.

Summary

In teaching discussion skills, numerous writers have emphasized the importance of classroom opportunities to improve speaking and listening skills (Brown, 2000; Ellis, 2005, in review; Hadley, 1993; Richards, 2003). Surveys of English language learners and their instructors at the college-level in the US suggest that they are reluctant to participate in both large and small group discussions (Ferris & Tagg, 1996). Additionally, Ferris (1998) noted the apprehension among 476 English language learners at three post-secondary institutions about answering oral questions and interacting in small groups. Soonhyang (2006) surveyed East Asian graduate students who described small-group discussions as one of the most important activities in their courses. Zengdong (2013) found that in questionnaires from Taiwanese and Mainland Chinese students, both perceived difficulties in speaking in academic situations.

This workshop describes the teaching and assessing of an integrated skills discussion task suitable for a pre-session EAP course. It seeks to teach small group discussion skills to students, particularly those from Asia, who may have little experience of these discussions. The task is general enough to accommodate students from varied academic disciplines, and of course, can be modified for subject area readings. Students choose high interest topics drawn from online newspapers. Through doing the task, students also learn how to take notes on their readings, employ an APA or MLA style in a short bibliography, and both lead and participate in discussions. Assessment is of the written work and of student discussions. Workshop participants will review a description of the discussion task, see a rating scale, view video clips of student samples, and rate these discussions. Currently, this discussion task is part of the EAP skills taught in a combined skills program for 450 freshmen and sophomores in the English Department of a Japanese university.

Biodata

Gregory Strong is a professor in the English Department at Aoyama Gakuin University, Tokyo. He coordinates a program for 35 part-time Japanese and foreign teachers for some 450 freshmen and sophomore students. He has worked in Japan, China, and Canada. His extensive publications include reviews, fiction, and a biography, *Flying Colours: The Toni Onley Story*, (Harbour Press, 2002) and *Adult Language Learners: Context and Innovation*, (TESOL: Virginia, Alexandria, 2009) which he co-edited with Ann Smith, University of Nottingham, and a series of graded readers. He has frequently presented at JACET, JALT, and TESOL.

Dustin Hosseini, Coventry University

Seminar Room 2

'Bit by bit, it all adds up': engaging and assessing student learning through ePortfolios.

This presentation focuses on the prospects of using ePortfolios as an assessed component by exploring examples and an ePortfolio assessment rubric from Coventry University's Pre-sessional English programme. Assessed ePortfolios can include an integrated skills assessment and reflection component which together can be assessed formatively and/or summatively. Given the dynamic nature of ePortfolios, students stand to gain both academically and professionally.

Summary

EAP programmes tend to generate large amounts of paper-based information within a high stakes, high intensity environment. Anecdotal evidence suggests that students merely bin these resources upon course completion. ePortfolios, however, can be used to engage and assess student learning in a diverse manner while equipping them with reflective practices which they use in their further course of study, and beyond in their professional career. An ePortfolio can be defined as a virtual space that includes content such as a learning journal, learner-created video and written works and redrafts thereof. A learner's own personal content (e.g. a mini-blog, photos, etc.) can also be included. An ePortfolio can be created within the Mahara ePortfolio system or even by using Google Sites or WordPress – all free, open-source tools.

To this end, significant research indicates that ePortfolios can equip students with a variety of key graduate attributes and skills by helping them become more self-regulated, reflective learners (Chau & Cheng, 2012; Cheng & Chau, 2012). This research, underpinned by educational philosophy and research (cf. Dewey 1938, 1960) also indicates that using ePortfolios to develop reflection, and specifically reflective second language learning skills, can foster reflective practice in a multi-modal fashion. This method of reflection might entail a learner-constructed e-portfolio that consists of a reflective journal, learner-created videos, and learner-authored writing samples.

Therefore, this session aims to share best practice by discussing the prospects of including ePortfolios as an assessed component of an EAP by exploring some examples of ePortfolios and subsequent learners' comments, and therefore by demonstrating that, bit by bit, it all adds up to a greater, more effective learning experience for learners who can take away potentially, invaluable skills for both their education and professional careers. In sum, the session will demonstrate how ePortfolios can work as an assessment tool by looking at examples and a sample ePortfolio assessment rubric.

The presentation will be interspersed with group tasks, discussions and reflection on the questions which motivated the research, as well as opportunities to discuss the implications and possible applications of the results.

Biodata

Dustin Hosseini is senior pre-sessional English tutor with remit for learning technology at Coventry University where he teaches on a range of EAP courses and advocates integrating technology to facilitate and streamline learning/teaching and to develop student and tutor digital literacies. He is

also a digital learning champion for the University. Dustin has previously taught at St Andrews, Glasgow, UCL and Bristol universities. His interests include social processes of learning, e-learning, pedagogy, and open source tools and social media for learning/teaching. He holds the Cambridge Delta, an MA TESOL and an MA Russian.

Jenifer Spencer, Freelance

Seminar Room 4

Assessing structure: developing a shared meta-language.

Structure is often less explicitly defined than the other elements in assessment criteria. This workshop will look at the range of possible organising principles that might be needed in academic texts, and their features. From this, the aim is consider how we can develop a comprehensible meta-language to give students constructive feedback on the structural elements of their writing.

Summary

Structure is the fundamental location where reader meets writer. Successful structuring of a text holds the key to the expression of stance and most importantly, voice. It is also the location where the writer's organising principles, are manifested, and it is the lack of such principles that leads university faculty staff to complain constantly that students do not write 'logically and clearly'. In assessment criteria for EAP course work, for both internal and public examinations, structure is often less explicitly defined than the other assessed elements such as language or task fulfilment. It is sometimes defined in terms of cohesion and coherence (as in the IELTS marking scheme) or at a very superficial level, in terms of 'paragraphing' and the presence of an introduction and conclusion. Basturkman and Randow (2014)¹ point out that the features of coherence, particularly, have not been well-researched.

This session aims to use an open workshop format to try to clarify how we can assess structure. It will look at structural specific features and the range of possible organising principles that might be needed in academic texts. From this, the aim is to look at how we can develop a comprehensible, shared, meta-language to give students constructive feedback on the structural elements of their writing.

¹Basturkman, H. and von Randow, J., (2014). *Journal of English for Academic Purposes*, 16,14-22.

Biodata

Jenifer Spencer is a freelance EAP materials writer and EAP teacher trainer, and co-author, with Olwyn Alexander and Sue Argent, of EAP Essentials. Recent projects have involved developing materials for a Presearch Course to develop research writing skills for postgraduate students in the physical sciences. She was also involved in producing the BALEAP Guidelines on English Language Tests for University Entry.

Alison McBoyle, University of Aberdeen

Seminar Room 5

The role of error correction /corrective feedback in EAP writing assessment

The aim of this session is to take a step back and review what may have, for many of us, become an automatic process i.e. written error correction. I will review current practices, consider the effectiveness and efficacy of these, share students' views on the process and

look at implications.

Summary

Writing is a major element of pre-session courses and part of that includes corrective feedback (cf). Despite the amount of time dedicated to corrective feedback, what may not be considered is both the effectiveness and the efficacy of this process. It is often the case that little is known about either the student's attitude to error correction, or to what is actually 'done' with the feedback.

Throughout a course, corrective feedback should be a formative process rather than a purely summative exercise. However, often it is assumed that learners ignore the formative elements of feedback, being more concerned with how many mistakes or errors have been made, or with a summative mark. Reasons for such an assumption may be based on perceptions of an overall lack of progress or, more specifically, on a repetition of errors. This would suggest that a look 'behind the scenes' is warranted to elicit the views of all involved in the process. This session intends to highlight one identified issue with cf which concerns the type of feedback given, whether it be in the form of writing 'codes' or written comments, and to share students views on this. In addition, there will be brief overview of some of the, sometimes contradictory, research into cf and then to consider future directions. This is intended to be a reflective session rather than presenting any 'solutions' and is aimed at EAP tutors involved in developing writing skills.

Biodata

Alison McBoyle is the AEPP (Academic English Preparation Programme) Co-ordinator at Aberdeen University.

*******Session 3: 15:25 - 16:05*******

Bimali Indrarathne, Tasneem Sharkawi and Johnny Unger

Lecture Theatre

Department of Linguistics and English Language, Lancaster University

Assessing student writing practices on Lancaster University's pre-sessional EAP Programme.

Can IELTS and the CEFR do what our can dos can do? In this talk we will give an overview of the Lancaster EAP (Study Skills) Programme's "can do" descriptors in comparison with IELTS and CEFR descriptors. We will then discuss to what extent they match and the implications for assessing writing with reference to student work and tutor feedback.

Summary

IELTS is widely used by universities as an entry requirement for international students, but is not an English for Academic Purposes test per se but is rather used to assess language proficiency. Thus, there could be mismatches between the specific skills test takers are required to demonstrate to achieve a particular IELTS band, versus the academic language practices they need at university level. However, representatives of academic institutions (including Lancaster) sometimes claim that intensive EAP courses are designed to improve the IELTS scores of students by one band. The four-week pre-sessional Lancaster University EAP (Study Skills) programme receives students from different disciplines whose IELTS score is just below the required level for admission to their chosen degree programme.

Despite this apparent link between IELTS scores and programme outcomes, and the increasing pressure to report outcomes in terms that relate to the UKVI's criteria for "Secure English Language Tests", teachers on the Lancaster programme use a different set of "can do" statements to evaluate the academic language practices of students. In this talk we will compare and contrast the writing-related can do descriptors of the EAP programme (originally developed in-house) with the band descriptors for IELTS writing tasks one and two and with the writing-related can dos of the CEFR. The

initial comparisons point out that the EAP can do use similar terms to those for IELTS bands 8/9 and CEFR levels C1/C2, although the IELTS band required for admission to Lancaster University is between 6 and 7, and the UKVI requires students to have reached level B2. In addition, the EAP Programme can do incorporate practices such as referencing that are not included either in IELTS or CEFR descriptors. We will further discuss how tutors assess student writing practices by examining samples of student writing and tutor feedback.

Biodata

Bimali Indrarathne and Tasneem Sharkawi are Academic Coordinators of the EAP (Study Skills) and Study Start programmes offered by Department of Linguistics and English Language at Lancaster University. They are also pursuing PhDs in the department in the areas of language learning and literacy studies respectively.

Johnny Unger is a Lecturer in Linguistics and English Language and Academic Director of Summer Programmes at Lancaster University. His research is in the areas of discourse studies, language and politics and digitally mediated language.

Georgina Lloyd, *ELT University of St Andrews*

Seminar Room 1

Video pedagogy and assessment: Enhancing feedback through digital recordings of communication skills assessments.

Using video recordings in clinical communication skills teaching is considered the 'gold standard' in medical schools across the UK. This talk outlines the impact of applying similar techniques in the medical foundation programme in St Andrews, and explores the implications for practice in broader areas of EAP and ELT.

Summary

Using video with agenda-led outcomes-based analysis (ALOPA) facilitation is a widely used method in clinical communication skills teaching. It is an experiential learning tool which aims to maximize students' understanding of the communication process and enhance their capacity and confidence to make changes (Kurtz, Silverman and Draper, 2005). Guided by a similar piece of work completed by 3rd year medical students, I set the Medical Foundation students the task of watching the video recordings of themselves performing their end of semester assessed role-play and finding an example of effective communication and an example of where communication could have been improved. Students then presented these clips to the rest of their class and were given feedback, facilitated by myself using the ALOPA method. The research project aimed to ascertain the extent to which using the ALOPA facilitation method with video-feedback helped the students to gain a better understanding of what constitutes effective communication, as well as an enhanced self-perception of their own skills. Pre- and post-questionnaires were completed by the students asking them to assess their own skills in relation to the marking criteria (Likert scales), alongside some short answer question relating to students' confidence in their ability to do so.

Using video-recording is considered the 'gold standard' in clinical communication skills teaching (Kurtz, Silverman and Draper, 2005: 83) which leads to the question if it could be used more in English language teaching. Many, if not all, oral assessments are recorded, yet formal use of the videos with the students post-assessment is limited. It could be that using video recordings in a similar way to our colleagues in Medicine provides us with a tool that maximizes students' participation in their own learning. Analysing videos of themselves (and receiving feedback on them) could be key in instigating change in the learners' behaviour (Quilligan, 2005) and, therefore, their language use.

Biodata

Georgina Lloyd is the current Director of the International Foundation Programme for Medicine at English Language Teaching, University of St Andrews. She has worked at ELT for 3 years and is currently completing her Masters in TESOL with Sheffield Hallam University. Previously, she taught English at International House (Eastern Spain) and Geography and Spanish at in secondary schools in Manchester, UK.

Carole Macdiarmid, *University of Glasgow EFL Unit*

Seminar Room 2

We'll show you ours if...
Summative assessment and the pre-sessional.

Summary

This 'show and tell' workshop will follow a similar pattern to the very successful EAP event on summative assessment for Pre-sessional Courses at the University of Bath this January. Participants will be offered the opportunity to share information on how their pre-sessional courses are assessed and discuss issues they encounter. We will also consider our assessment practices in line with the newly revised BALEAP accreditation scheme assessment criteria.

Biodata

Carole MacDiarmid is EAP Manager (teacher development) at the University of Glasgow EFL Unit, and an assessor for the BALEAP accreditation scheme.

Maxine Gillway, *CELFS University of Bristol*

Seminar Room 4

Academic Listening and Speaking: Efficiency and Effectiveness in Assessment.

In designing the assessment for a new academic listening and speaking course, the concepts of efficiency (the best use of limited classroom time) and effectiveness (assessment *for/as* learning not just *of* learning) came to the fore and resulted in some innovative assessment tasks, which I would like to share.

Summary

This presentation will start by considering the well-known drawbacks of traditional formats for testing oral presentations, seminar discussions and academic listening in terms of validity, reliability and practicality.

The second part will focus on the key intended learning outcomes of a specific academic listening and speaking course, which were drawn up based on feedback from content lecturers. I will describe both the formative and summative assessment tasks designed for this course, which assess students ability to develop a coherent line of reasoning in a presentation, build on what others are saying in a seminar, and support their own points with relevant evidence, as well as using notes taken in a lecture. The assessment tasks make use of TEL in the form of video clips, podcasts and screencasts.

I will present sample output and results of the first round of assessments using these tasks and draw on user feedback from both teachers and students in my recommendations for future developments. The audience will then be invited to comment on the tasks and assessment criteria.

Biodata

Maxine Gillway is the Deputy Director of the Centre for English Language and Foundation Studies at the University of Bristol and an ordinary member of the BALEAP Executive Committee. Since starting out in language testing in the 1990s at Bilkent University, Turkey, she has worked to develop assessment literacy among EAP teachers in the UAE and the UK.

*******Session 4: 16:10 - 16:50*******

Alison Malcolm-Smith, *ELT University of St Andrews*

Lecture Theatre

Assessments and Mindset Change.

Carole Dweck's theory (2006) states that growth and fixed mindsets can affect attitudes to assessment and feedback. She also believes that mindsets can be changed. I'm interested to know what assessments, grades and feedback can affect undergraduates and lead to change in mindset.

Biodata

I've been working since the early days of ELT at the University St Andrews. I am currently the Director of the International Foundation Programme for Science and the Director of the Science Summer School. I have a particular interest in developing analytical, creative and reflective skills in our young foundation programme students. I also represent English Language Teaching and the Centre of International Foundation Programmes on the University's Learning and Teaching Committee.

Christopher Smith, *University of Sheffield ELTC*

Seminar Room 1

Integrated reading and writing tests: assessing the academic writing construct.

This talk will outline the domain of academic writing, which depends on an integration of reading and writing. It will then critique several published reading-to-write tests, arguing that many do not truly assess academic writing. It will then outline a new integrated test and associated ratings scale, which aim to more accurately cover the target domain.

Summary

Many assessment models (IELTS, for example) are based on testing the 4 skills separately. More recently, integrated tests that combine two or more skills have become more common. In particular, integrated reading and writing assessments have been used in EAP contexts, mainly because the construct recognises that academic writing is never independent, but relies on reference to reading.

That a reading-to-write test assesses the domain of academic writing cannot be assumed. It must be clearly defined and the way in which the test covers this should be demonstrated in an evidence-based manner. This talk will define some of the subskills involved in academic writing using previous studies and review descriptions of different reading-to-write tests. The former will be used to critique the latter, to demonstrate that many integrated tests do not actually assess the domain of academic writing which they claim to, for example because they ask for a personal response to a topic or because the nature of the question does not elicit true engagement with the source texts.

For my MA dissertation I developed and trialled a new test which aims to more accurately reflect the target language use domain, eliciting paraphrase, summary, and critical evaluation and avoiding

personal response. I also developed a rating scale, mapped to the CEFR, to mark the test, and gathered data from both the test takers and the raters.

The second part of the talk will present the new reading-to-write test and ratings scale and the findings from the research conducted on them. There will also be a chance for the audience to critique the new test as well as ask questions or make comments. This would be of interest to EAP practitioners, administrators and those involved with EAP testing.

Biodata

Christopher Smith works at the University of Sheffield ELTC, where he teaches EAP, ESAP and is involved in testing and course design. He has previously worked in Japan and Italy and has since gained DELTA and MA TESOL. Other research interests include error correction, ESAP and materials design.

Olwyn Alexander, Heriot-Watt University

Seminar Room 2

Writing assessment descriptors to ensure validity and reliability in coursework.

Summary

HE Institutions are able to use their 'highly trusted sponsor' status for Tier 4 Visas to decide whether students have achieved the appropriate proficiency level in English and study competence to be successful on a degree programme. Evidence of proficiency can be provided through internal exams and coursework assessments so that students are not required to resit an external SELT at the end of a pre-sessional programme. However, quality assurance for internal assessments can be variable and temporary staff employed to deliver pre-sessional courses may not have a high degree of assessment literacy. This practical workshop will explore the concepts of validity and reliability in assessment by charting the process of specifying an assessment construct (validity) and writing assessment descriptors (reliability) for a particular assessment genre, the literature review.

Biodata

Olwyn Alexander is Academic Director of the English Section at Heriot-Watt, involved in teaching ESAP to students on taught masters degrees and establishing a new Foundation Pathways programme. With Sue Argent, she is co-author of *Access EAP: Frameworks*, which was nominated for an ELTon in 2014. She is also a Senior Fellow of BALEAP and Chair of the BALEAP Accreditation Scheme.

Thom Jones, Inspiring Learning

Seminar Room 4

"Who watches the watchmen?" Assessing the assessors.

This session will be looking at the world of assessment from the inside. A brief overview the wide range of rubrics, and the various ethos' used by the different exam boards; and how these are then drawn together by national and international accreditation bodies and agreements.

What are exams worth and to whom? Who decides this and how does an exam board convince people it is one? Why do students need to take them?

How can teachers prepare successful candidates?

Summary

What are exams worth and to whom? Who decides this and how does an exam board convince people it is one? Why do students need to take them?

And, more pertinent to our day-to-day lives.....How can teachers prepare successful candidates?

Main points to be covered:

- Modes of assessment
- What is being assessed?
- Who does the assessment?
- Who decides they can?
- Life of an examiner
- Practical skills or linguistic hoops?
- Teaching a language or teaching a test?

Biodata

Thomas Jones has been an examiner, teacher, trainer, dos and principal in year round schools in France, Greece, Spain, Indonesia, Australia, the USA, UK and Mexico. Formerly part of the senior executive for the summer school operation at Embassy CES before becoming Director of Operations USA for Studygroup he returned to the UK seven years ago to work with Trinity College London and now works with a variety of organizations, including Inspiring Learning and runs his own company: Brock Solutions Agency. He has been an examiner for Cambridge, IELTS, TOEFL and Trinity College London and is now a consultant and speaker for *telc – language tests*.

He has presented around the world but most recently at NAFSA, MEXTESOL and closer to home at IATEFL, English UK events and schools and universities around the UK.

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